

Appendix C  
**Interagency Task Force on Dual Credit  
Preliminary Research Questions**

1. Are students participating in dual credit more likely to earn a degree or credential than similar peers who move into postsecondary education on the usual timetable? Is this more or less true for under-prepared students?
2. What impact does the delivery format (college instructor on college campus, college instructor on high school campus, high school instructor on high school campus) have on student achievement in the course? In value-added in terms of persistence to degree or credential?
3. Does dual credit participation increase college attainment for students who would not typically be “college bound”? For some populations more than others?
4. Does participation in dual credit actually reduce time and cost to diploma? Compared to Advanced Placement?
5. Do any states have a mechanism for assessing the rigor of dual credit courses? Through common assessments? Through a monitoring or academic audit function?
6. Do any states differentiate among the dual credit courses in which participation is supported through state funding or other policy incentives, i.e. a “core”?
7. Are there policy models to guide decisions about dual credit participation for students who are at risk academically?
8. Are there criteria to assess “readiness” for dual credit, beyond academics?
9. The Task Force wants to ensure that dual credit supplements, and not supplants the last years of high school and that high schools continue to “own” the students. As high schools restructure, what policies will create this balance?
10. Is dual credit an effective drop out prevention strategy for low performing students? For gifted students?
11. The Task Force is interested in the use of student performance in dual credit courses as criteria for college admissions or placement? Models?
12. What academic and social supports are most likely to impact positively on students?
13. Can we identify best models of P16 data collection for students in dual credit?